

Contribution of Teacher Professionalism in the World of Education

M Zainul Hafizi

Social Sciences Education Study Program, Universitas Tanjungpura,
Pontianak, Indonesia

Corresponding Author: M Zainul Hafizi

m.zainul.havizi@fkip.untan.ac.id

ARTICLE INFO

Keywords: Professionalism,
Teacher, Education.

Received : 27 February

Revised : 28 March

Accepted: 30 April

©2024 Hafizi: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](#).



ABSTRACT

This study aims to investigate the contribution of teacher professionalism in education, with a focus on the impact of teacher quality on student learning outcomes, relevant and tailored learning strategies, and the role of teachers in shaping student character. The research method used a qualitative approach with literature analysis. The results indicate that teacher quality has a significant influence on students' academic achievement, while a responsive approach to individual student needs and the cultivation of student character also play an important role in the development of a sustainable society.

INTRODUCTION

Teachers play a crucial role in education, especially in the modern era that is full of challenges and rapid changes. They not only deliver subject matter but also shape students' character, which includes cognitive, affective, and psychomotor aspects. In this context, teachers become facilitators, motivators, and inspirators who help students reach their maximum potential. Amidst the development of technology and information, the role of teachers becomes more complex as they need to be able to integrate technology in learning to make the learning process more effective and engaging.

Teacher professionalism is an attitude, competence, and behavior that reflects high dedication and quality in carrying out the role as an educator. This includes mastery of subject matter, classroom management skills, strong work ethics, and commitment to continuous professional development. According to Hoyle (1980), teacher professionalism encompasses mastery of academic knowledge, pedagogical skills, and high moral commitment. In the digital era, professionalism also means the ability to adapt to technological changes and new teaching methodologies, enabling teachers to remain relevant and effective.

Teacher professionalism is key to improving the quality of education and student learning outcomes. Professional teachers are more effective in designing and implementing learning strategies that are appropriate to students' needs. They are able to create an inclusive and supportive learning environment, which is crucial for students' academic and emotional development. Research by Hattie (2009) shows that teacher quality is the most significant factor influencing student achievement, more than other factors such as socioeconomic background or class size.

In the era of the COVID-19 pandemic, teacher professionalism is significantly tested. Teachers are required to quickly adapt to online learning and utilize technology to reach students who are learning from home. Their ability to maintain student engagement and teaching quality in these challenging conditions is evidence of the importance of professionalism in education.

Despite its importance, maintaining and enhancing teacher professionalism faces many challenges. One of the main challenges is the lack of support and resources for continuous professional development. Many teachers do not have access to adequate training and development, which limits their ability to continuously improve their skills and knowledge. According to the OECD report (2019), many teachers report that they need more training in the use of technology and new teaching methodologies.

Additionally, high workload and administrative demands often reduce the time and energy that can be allocated to professional development. Teachers often have to balance between teaching duties, student evaluation, and various other administrative tasks. This creates pressure that can affect their well-being and motivation.

The lack of recognition and appreciation for the teaching profession is also a significant challenge. In many contexts, teachers do not receive the

recognition that corresponds to their contributions to education and society. This can undermine teachers' motivation and commitment to their profession. A study by UNESCO (2020) shows that adequate recognition and incentives can enhance teachers' motivation and professionalism.

Teachers' professionalism has a broad impact not only on students' learning outcomes but also on the overall quality of the education system. Professional teachers can be agents of change, driving innovation and improving the quality of the educational process. They are able to identify students' needs and potentials and develop appropriate strategies to support learning.

In the context of the COVID-19 pandemic, teachers' professionalism is evident in their ability to adapt to online learning and ensure that students remain engaged and learn effectively. Professional teachers are able to develop their digital skills and use various technological tools to create engaging and interactive learning experiences.

Teachers' professionalism also contributes to improving the image of the teaching profession in the eyes of the public. Professional teachers are respected and recognized as important figures in society, which can attract talented individuals to enter this profession. Furthermore, teachers' professionalism contributes to the development of a better society. Quality education is key to creating a knowledgeable society capable of facing global challenges. Professional teachers play a crucial role in creating such quality education.

To enhance teachers' professionalism, comprehensive support and policies from the government and educational institutions are needed. This includes providing quality and sustainable professional development programs, adequate recognition and incentives, as well as a supportive working environment. This support should also include access to technology and digital resources necessary for teaching in the modern era.

The government and educational institutions need to ensure that educational policies and curriculum changes are carried out by involving teachers and considering their impact on teaching practices. This way, teachers can more easily adapt to these changes and maintain the quality of their teaching. Investment in educational technology can also be an effective tool to support the development of teachers' professionalism by providing access to relevant online resources and training.

For example, technology-based training programs facilitated by the government or non-profit organizations can assist teachers in developing new skills and adopting innovative teaching methodologies. Additionally, policies that support collaboration among teachers, such as professional learning communities, can provide a platform for teachers to share knowledge and experiences, which in turn can enhance their professionalism.

LITERATURE REVIEW

The role of teachers in education has significantly changed with the development of society and technology. According to Darling-Hammond (2006), teachers are no longer just information providers, but also learning facilitators who encourage students to think critically, collaborate, and innovate. This is particularly important in the digital era where access to information is widespread and students need to be developed into independent learners who can sort, analyze, and synthesize acquired information.

The professionalism of teachers in the modern era encompasses not only traditional aspects such as subject matter mastery and teaching skills, but also involves the ability to adapt to the dynamic educational environment. According to Fullan (2007), professional teachers should have the ability to effectively use educational technology, collaborate with colleagues, and innovate in their teaching. This reflects the need for teachers to be lifelong learners who continuously develop and update their skills to meet the demands of the times.

Professional development of teachers is highly important in this modern context. Guskey (2002) suggests that ongoing professional development enables teachers to enhance their skills, adjust teaching practices to the latest developments in education, and improve the quality of student learning. Effective professional development programs should be supported by strong organizational support, access to relevant resources, and opportunities for collaboration among teachers.

Although the importance of professional development for teachers is widely recognized, there are various challenges in implementing such programs. According to Day (1999), some key challenges include a lack of time, resources, and incentives needed to participate in professional development activities. Teachers often get caught up in their daily routines and have little spare time to attend training or additional courses.

Furthermore, another challenge is the gap between theory and practice. Loughran (2010) highlights that some professional development programs tend to focus on abstract educational concepts without providing concrete support on how to apply them in everyday teaching practice. This can reduce the effectiveness of such programs and lead to fatigue or disappointment among participants.

To address the challenges in teacher professional development, many educational institutions and non-profit organizations are starting to adopt innovative and evidence-based approaches. Timperley (2011) suggests that successful professional development programs are usually based on the latest research on effective teaching practices. They also often involve a collaborative approach where teachers can learn from each other and share best practices.

One prominent trend is the use of educational technology in teacher professional development. According to Edwards & Green (2017), online learning platforms and virtual collaboration tools have become popular among teachers due to their flexibility and ability to connect teachers from various geographical regions. Additionally, gamified learning programs are also being

introduced as a way to make professional development more engaging and interactive.

METHODOLOGY

A qualitative method with a focus on literature review is an approach used to analyze and synthesize relevant previous research on the topic of study. In the context of teachers' professional contributions in the field of education, this approach allows researchers to gather and evaluate various perspectives and findings related to teachers' professionalism from various sources. This can be done through literature searches in academic databases, educational journals, and other relevant sources pertaining to the research topic.

After gathering relevant literature, the next step is to analyze the content of these sources to identify main themes, trends, and key findings related to teachers' professionalism. Content analysis techniques can be used to systematically organize and summarize these findings. By employing this approach, researchers can develop a comprehensive understanding of teachers' professional contributions in the field of education based on the existing evidence in the literature.

It is important to note that the literature review approach not only involves summarizing and understanding existing literature but also posing critical questions and evaluating the reliability and relevance of these sources. This enables researchers to identify weaknesses in previous research and identify areas that require further investigation. Thus, the qualitative method with a focus on literature review can provide an in-depth understanding of teachers' professional contributions in the field of education based on previous research.

RESEARCH RESULT

Based on the literature review conducted, several key findings have been identified that provide a deep understanding of the contribution of teacher professionalism in the field of education. First, the literature highlights that teacher professionalism has a significant impact on student learning outcomes. Research by Hattie (2009) shows that teacher quality is the most important factor influencing student achievement, surpassing other factors such as socioeconomic background or class size. Professional teachers are more effective in designing relevant, engaging, and diverse student-centered learning experiences.

Another study by Lewis (2021) confirms that professional teachers are more effective in designing learning strategies that are relevant to students' needs, adapting their approaches to individual learning styles, and providing constructive feedback. This creates more meaningful learning experiences and motivates students to reach their full academic potential. Thus, teacher professionalism directly affects students' learning achievements in the classroom.

However, the role of teacher professionalism is not limited to students' learning outcomes in the classroom. Miller & Cooper (2019) highlight that

professional teachers also contribute to the development of a better society through education. Teachers who can create inclusive learning environments, promote moral values, and encourage students to participate in social activities have a broad positive impact on shaping students' character and behavior. Therefore, teacher professionalism not only influences individual success but also shapes the future of society as a whole.

These findings have important implications for educational policy development and teaching practices. First, the finding that teacher quality has a significant impact on student learning outcomes emphasizes the importance of investing in the development of teacher professionalism. Governments and educational institutions need to prioritize the provision of adequate training programs and support to enhance teachers' skills and knowledge in supporting effective and inclusive learning.

DISCUSSION

This discussion will explore the main findings of relevant research on the contribution of teacher professionalism in the field of education. In this discussion, the impact of teacher quality on student learning outcomes, effective learning strategies, the role of teachers in shaping student character, as well as the practical implications and policies arising from these findings will be analyzed in depth.

The Impact of Teacher Quality on Student Learning Outcomes

Research conducted by Hattie (2009) and similar studies confirm that teacher quality has a significant impact on student learning outcomes. The quality of instruction, positive interpersonal relationships between teachers and students, and the ability to create a conducive learning environment are key factors found to contribute to improved learning outcomes. This research emphasizes the importance of empowering teachers through their professional development and the need for ongoing support to enhance teachers' skills and knowledge in supporting effective learning.

Furthermore, the role of teachers is not limited to improving students' academic achievements but also in shaping their attitudes and character. Teachers who are able to provide good guidance and serve as role models for students can help shape their quality of character. Therefore, investing in the professional development of teachers is not only an investment in improving student learning outcomes but also in shaping a responsible and ethical generation. Thus, a deep understanding of the impact of teacher quality on student learning outcomes is crucial in designing effective educational policies and student-centered teaching practices.

Relevant and Customized Learning Strategies

Furthermore, research also highlights the importance of relevant and customized learning strategies that cater to the needs of students. Findings from Lewis's (2021) study indicate that a differentiated approach to learning, which takes into account the diverse learning styles and individual needs of students, has a positive impact on learning achievement. Teachers who understand the individual differences among students, in terms of abilities, interests, and

learning styles, are able to design more relevant and engaging learning strategies for each student. Through curriculum adjustments, teaching methods, and assessments, teachers can provide a more meaningful learning experience and motivate students to reach their maximum potential.

In addition, relevant and customized learning strategies also involve the use of technology and other support resources to facilitate effective learning. The utilization of technology can provide greater accessibility to learning materials, facilitate self-directed learning, and create interactive and engaging learning experiences for students. Furthermore, teachers can also utilize various resources, such as instructional materials tailored to students' difficulty levels, tutor support, or peer assistance, to help students overcome learning challenges. By integrating various relevant and customized learning strategies, teachers can create an inclusive and supportive learning environment for all students.

The importance of relevant and customized learning strategies is also reflected in efforts to enhance student participation and engagement in the learning process. Teachers who pay attention to students' interests and needs, and provide opportunities for students to contribute to the learning process, can help build students' intrinsic motivation and enhance their sense of ownership in learning. By encouraging active and collaborative participation, teachers can create more meaningful learning experiences and strengthen students' understanding of the subject matter. Therefore, relevant and customized learning strategies are not just about delivering information, but also about fostering deep understanding and building students' skills for independent learning.

The Role of Teachers in Shaping Students' Character

The role of teachers in shaping students' character has a profound and lasting impact on the development of responsible and ethical individuals. Through the relationships built in the classroom, teachers have the opportunity to be strong role models and influence students' moral and social development. Research by Miller & Cooper (2019) shows that teachers who are able to create an inclusive learning environment, promote moral values, and encourage students' social engagement play a crucial role in shaping students' character. By providing examples of positive behavior and offering guided guidance, teachers help students understand values such as integrity, empathy, and responsibility, which are essential foundations for building strong character.

Furthermore, the role of teachers in shaping students' character also involves the development of essential social and emotional skills for success in life. Teachers can create opportunities for students to participate in collaborative activities, share experiences, and solve problems together. By providing support and constructive feedback, teachers help students develop communication, cooperation, and leadership skills that are important for building healthy and productive relationships in society. Thus, the role of teachers is not limited to teaching academic subjects but also involves the formation of social and emotional skills that are essential for students' character development.

Moreover, the role of teachers in shaping students' character also influences the overall development of society. By educating a generation with good values and the necessary skills to contribute positively to society, teachers play a role in shaping a better future. This emphasizes the importance of recognizing teachers as agents of social change and human development. By giving greater attention to character development in education, we can shape a generation with integrity, empathy, and a commitment to the common good.

Implications and Relevance of Findings

The implications and relevance of the findings in the context of teacher professionalism in education have a broad and significant impact on the development of a quality education system. First and foremost, a deep understanding of teachers' contributions to student learning outcomes underscores the importance of investing in teacher professional development. Sustained support for teacher training and skills development is key to ensuring optimal teaching quality. This implication highlights the need for education policies that prioritize teacher empowerment through effective training programs and continuous pedagogical guidance.

The implications and relevance of the findings in the context of teacher professionalism in education have wide-ranging and significant impacts on the development of a quality education system. Firstly, a deep understanding of the contribution of teachers to student learning outcomes emphasizes the importance of investing in the development of teacher professionalism. Sustained support for teacher training and skill development is key to ensuring optimal teaching quality. These implications highlight the need for education policies that prioritize empowering teachers through effective training programs and continuous pedagogical guidance.

Furthermore, findings on relevant and tailored learning strategies highlight the importance of differentiation approaches in addressing the diverse needs of students. In this context, the relevance of these findings lies in the need for the implementation of teaching practices that are responsive to individual student needs. The implications of these findings call for support in the development of flexible curricula and student-centered learning approaches. Through the integration of technology and various supportive resources, teachers can create an inclusive and supportive learning environment for all students.

Moreover, findings on the role of teachers in shaping student character demonstrate that education is not only about academic mastery but also about the formation of responsible and ethical individuals. The implications of these findings underscore the need for greater attention to the development of student character in the education curriculum. Educating students about moral, social, and ethical values becomes crucial in shaping a generation that can contribute positively to society. Therefore, the integration of character education into the education system becomes relevant in the context of sustainable societal development.

Lastly, the relevance of these findings also lies in the understanding of the role of teachers as agents of social change. The implications of these findings

call for greater recognition of the role of teachers in societal development. Enhancing support and appreciation for the teaching profession, as well as providing adequate incentives for teachers, are steps that can be taken to motivate teachers to contribute to societal development. Through collaboration between the government, educational institutions, and the community, we can create an environment that supports the growth of teacher professionalism and the development of inclusive education.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study affirms that teacher professionalism plays a crucial role in improving the quality of education and shaping students' character. Through a deep understanding of the impact of teacher quality on student learning outcomes, relevant and tailored teaching strategies, and the role of teachers in shaping students' character, we can identify steps that can be taken to strengthen the role of teachers in the field of education. The recommendations provided include increasing investment in teacher professionalism development, implementing teaching practices that are responsive to students' needs, integrating character education into the curriculum, and enhancing support and recognition for the teaching profession. By taking these steps, we can create an inclusive, supportive, and character-building educational environment for future generations.

Furthermore, the recommendations also emphasize the importance of collaboration among the government, educational institutions, and the community in supporting the growth of teacher professionalism and the development of inclusive education. By involving various stakeholders in education, we can create a sustainable and student-oriented education system. Additionally, the need for further research in this field is also highlighted to deepen our understanding of the contributions of teachers in education and community development. By continuously developing knowledge and best practices in teaching and learning, we can create a better future for all students.

REFERENCES

- Boote, D. N., & Beile, P. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation. *Educational Researcher*, 34(6), 3-15.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.
- Darling-Hammond, L. (2006). *Powerful Teacher Education: Lessons from Exemplary Programs*. Jossey-Bass.
- Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. Routledge.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE Handbook of Qualitative Research*. Sage Publications.
- Fullan, M. (2007). *The New Meaning of Educational Change*. Teachers College Press.
- Green, T., & Johnson, M. (2015). Conducting a Literature Review in Educational Research: A Step-by-Step Approach. *Educational Researcher*, 44(2), 75-89.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Hoyle, E. (1980). Professionalization and deprofessionalization in education. *International Journal of Educational Development*, 1(2), 67-76.
- Lewis, A. (2021). The Role of Professionalism in Teacher Effectiveness. *International Journal of Education*, 60(1), 134-148.
- Loughran, J. (2010). *What Expert Teachers Do: Enhancing Professional Knowledge for Classroom Practice*. Routledge.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.
- Miller, J., & Cooper, H. (2019). Building a Better Society through Professional Education. *Educational Horizons*, 35(2), 90-104.
- OECD. (2019). *Teaching and Learning International Survey (TALIS) 2018 Results*. OECD Publishing.
- Timperley, H. (2011). *Realizing the Power of Professional Learning*. McGraw-Hill Education.
- UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and education: All means all*. UNESCO.